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ABSTRACT

Rationale, application for training, and implications for practice are presented for a school psychology training approach that is part of a broader Transactional-Ecological Psychology (TEP) Training Program. The TEP provides an innovative and unified approach to training in the areas traditionally called clinical, community, counseling and school psychology. Transactionalism is very broadly thought of as a system of inquiry in which behavior is considered to be a process between the "environed organism" and the constantly changing properties of natural settings. The TEP effort represents an attempt to develop competencies of scientific inquiry and other applications of transactional concepts. Competency areas are described at a level intended to be specific enough to have clear meaning, but not so detailed as to be unnecessarily inflexible or unwieldy in application. In addition, students are expected to have a solid understanding of fundamental psychology including history of the field, child development, personality and learning theory, social psychology and statistical procedures. The issues and problems of competency-based training and certification will be discussed. (Author)

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A Transactional Approach to Competency-Based Training

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A Transactional Approach to Competency-Based Training

Introduction

Although the School Psychology Training Program at George Peabody College is primarily oriented to training doctoral-level psychologists, all students entering with only a bachelor's degree are expected to take a master's degree enroute to the doctorate. Typically, students take one and one-half to two years to complete their master's level work here. Therefore, in this statement of competencies we have thought in terms of our expectancies for people by the end of approximately two years of graduate training. For doctoral graduates, we would expect more competence in most of the areas, particularly in the area of research. We also require a full-time academic year internship for doctorate graduates.

The School Psychology Training Program is a specialty area focussing on schools within the broad Transactional-Ecological Psychology Program.

> The Transactional-Ecological Psychology (TEP) Program of George Peabody College provides a new and unified approach to the graduate training in the areas traditionally called Clinical, Community, Counseling and School Psychology. Psychology students are enabled to plan individualized programs of academic and field experiences. Emphasis is placed upon training psychologists who will be able to work at various system levels (individual, small group, and organization), conduct research, and who will be able to understand and intervene in productive ways to increase and enhance capabilities of individuals, small groups and organizations. The TEP effort repre-

sents an attempt to develop skills in scientific inquiry and the application of transactional concepts regarding the behavior of human beings in natural settings. Transactionalism is very broadly thought to be a system of inquiry with behavior considered to be a transactional process between the "environed organism" and the constantly changing properties of natural settings. The Program focuses on application of transactional concepts across various behavioral settings of potential intervention, e.g., clinics, families, schools, and communities. Persons completing the program are thought of in terms of their competencies rather than their affiliation with the traditionally separate specialties of clinical, counseling or school psychology. Flexibility of program planning for students is enhanced, while collaboration among faculty and students in the different specialty areas is encouraged.

The Program is accredited by APA under the category of Programs in Combined Professional-Scientific Psychology. The TEP Program is the first program accredited under the new designation and it is characterized as "a unique combination of clinical, counseling and school psychology." The TEP Program is funded jointly by NIMH, Peabody College and the VA.

The School Psychology Training Program at George Peabody College is designed to develop psychologists who have sufficient flexibility to deal creatively with the constantly changing educational, social, and personal needs of a community and its schools. Our intention is to train psychologists who will <u>be responsive</u> to problems and concerns expressed by teachers, administrators, students, parents, and other community people, and who will be capable of bringing to bear on the solution of the problems a range of psychological skills and knowledge. The emphasis is on working with others in such a way that not only are immediately pressing problems dealt with, but also the people involved develop additional skills in coping with such problems. The program focuses heavily---but not exclusively---on training psychologists to work in a consultative

(broadly conceived), rather than in a clinical fashion. Research expertise appropriate to field settings is emphasized. The Program is funded by George Peabody College and the National Institute of Mental Health. The Metropolitan Schools of Nashville-Davidson County, the Murfreesboro City Schools, the Peabody Demonstration School, the Peabody Child Study Center, the Inter-University Counseling Center and other institutions in the Inter-University Psychology Consortium provide field training settings for our students, and we help provide some needed services to these settings. Some School Psychology Training Program activities in the Metropolitan Schools are also coordinated with training programs in other disciplines from several local colleges and universities.

A. Philosophy

School Psychology Training Program objectives and requirements are based on our views about the nature of man and about schools as a primary social institution. Basic to this viewpoint is the notion that schools and society are in a constant state of change. While schools have the charge of preserving and transmitting the culture which is and has been, there is an equal responsibility to prepare people for adaptation to the culture that will be. Inherent in this responsibility is the necessity both that the existing ways be questioned and that a inquiring attitude be fostered. The school psychologist, as part of the school system, can help the schools both to preserve that which is useful and effective, and also to change and adapt as society changes.

In the exercise of their basic responsibility, the schools are directly accountable to the community, particularly to the community of parents. All too often, however, schools operate as though they are accountable only to educational experts instead of to the consumers, that is, the students, their parents, and other elements of the community.

We are committed to training psychologists who will help foster appropriate relationships between school and community.

We are committed to the view that every child is adaptable to the schools, if they can adapt to the child. This necessitates a flexible program and a creative staff. In their global charge of fostering human potentiality, the schools must be committed to developing effective educational programs for all people.

Any child should not be viewed in isolation, but in an ecological context, because the child and his environment continuously interact so that each changes the other. Assessment of all the elements of the ecology should be an intimate part of any intervention. Interventions should focus on changing the child's ecology, not just trying to change the child himself.

The school psychologist should be an intimate part of the system, identified with and committed to its preservation. As such, the position of the school as a major institution will be strengthened. A school psychologist should function, not as an outside consultant who is "objective" or devoid of personal involvement, but as an integral element whose personal success or failure is intertwined with the success of failure of the system.

This philosophical position is predicated on the belief in the dignity of the individual and recognition of the basic worth of all humans. The schools as a system, and the inter-related human elements of this system, have the capability of resolving conflicts. The school psychologist, in collaboration with others in the system, should be prepared to contribute energy and creativity to the recognition and definition of problems and to the implementation of needed change.

We are committed to training psychologists for schools who are skilled in problem identification, who can work collaboratively with other professionals and with lay people, and who can develop system-level interventions for prevention of predictable problems. We recognize that direct clinical service to individual children is a major expectation for psychologists working in schools. Therefore, we expect graduates to be able to perform such clinical functions, and to be able to provide supervision for those who will perform them. However, the development of these skills by trainees in a school psychology training program cannot be the major focus of training, if enhancement of positive growth and prevention of maladaptation are primary goals.

Therefore, our program focusses on training school psychologists who will continually explore alternative ways of attacking our social-educational problems. One strategy which seems necessary is the identification of problems before they reach crisis proportions so that preventive intervention is possible. Ecological and social system concepts help us identify incidence and prevalence of maladaptation, as well as causal factors lying outside particular individuals. Assessment of needs by collaborative involvement of school personnel, parents, and those community agencies related to the needs of children, should lead to a more multifaceted understanding of the nature and etiology (especially social, environmental, and physical) of problems and needs. This body of information can then be used as a basis for collaborative decisions about the appropriate time and nature of necessary intervention. Given the adequate assessment of needs, of skills of persons available, of resources and interests of school personnel, parents and children, the knowledge can be focused on the prevention of problems in the future.

B. General Program Objectives

The George Peabody College School Psychology Training Program has the following general objectives which derive from the philosophy described above, and which are specified in detail in the subsequent competency statements.

1. The school psychologist should have knowledge of psychological theory and be able to apply it in assessment and intervention. Knowledge of developmental theory, learning theory, personality theory, social system theory, and group dynamics theory is emphasized.

2. The school psychologist should be able to view human behavior in its ecological context, and carry out assessment and intervention at multiple system levels (individual, group, school, community) in an effort to foster educational achievement and mental health.

3. The school psychologist should be capable of designing, carrying out, and helping others design and carry out, research and evaluation of school programs. He/she should also be able to help others to understand the implications of psychological research for educational endeavors.

4. The school psychologist should understand and respect the roles of others (both professional and nonprofessional) with whom he/she works, the nature of the school as a social system, and its inter-relationships with the community.

5. The school psychologist should have interpersonal and group facilitating skills which enable him/her to establish and work in productive relationships with people in the school and community.

C. Specific Competencies

The description of competencies which follows is an attempt to reflect both the emphasis and strengths of the training program in school

psychology at George Peabody College for Teachers. The competencies have been stated at a level intended to be specific enough to have clear meaning, but not so detailed as to be unnecessarily inflexible or unwieldy in application.

Included are all of the minimum competencies as set forth in the certification requirements in the area of school psychology adopted by the Tennessee State Board of Education in November, 1973. Since certain modifications in format have been made to provide greater continuity within and between section, and sections have been inserted which reflect other areas of emphasis within our program, we have noted in parentheses the areas from the State competency requirements that are subsumed within each of our sections. We consider these minimal competencies for trainees after one and one-half to two years of training. Trainees working toward the Ph.D. would, of course, be expected to exceed these requirements.

Evidence of competence which we expect to require will consist of the following:

1. Human Learning (Area One and Area Three)
2. Personality (Area Two and Area Three)
3. Group Process (Additional Area and Area Three)
4. Organizational Structure and Process (Additional Area, Area Three, Area Six
5. Research and Evaluation (Area Four)*
6. Roles of Other Professionals in the School and in the Community (Area Five)
7. Internship

D. Evaluation of Competencies

In determining whether an individual has satisfactorily achieved a particular competency, the required number of demonstrations of that

[illegible] verified in writing by two or more appropriate judges.

Appropriate judges may include knowledgeable colleagues, college faculty, or supervisors on campus. The self-evaluation of the individual being evaluated may also be considered . A file will be kept for each trainee in which, for each competency passed, there will be a brief description of the exact nature of what the person did, as well as signed statements from the appropriate judges testifying to the adequacy with which the trainee demonstrated the competency. These files will be examined by the trainee and his/her advisor at least once per semester to determine progress, and to plan further learning activities to develop and demonstrate other competencies. This process will dove-tail nicely with the present advisory system in the Human Development Area. The School Psychology Coordinating Committee will also review each trainee's file toward the end of each academic year as a further effort to help trainees assess their own competencies, and thus plan to develop and demonstrate those competencies they lack which the Program feels are important.

The specific conditions under which a trainee may demonstrate any given competency may vary. Within the Program itself, competencies can be developed and demonstrated in courses, in practica, in individual research, in field-work situations, in teaching, and in school psychology-related work or volunteer activities. Some trainees may be able to provide evidence of competency in certain areas when they enter the Program. Still other competencies may be demonstrated in the internship. In any case, trainees will be encouraged to develop and demonstrate competencies as they move through the Program as opposed to having a comprehesive examination upon completion of the Program. It will be the joint responsibility of the trainee, his/her advisor, and the Program Coordinating Committee to determine at what point in time a trainee is ready to demonstrate any particular competency.

These procedures provide, we feel, for effective assessment of the trainee's competencies in areas which we consider important in this Program. At the same time, they do not require each trainee to demonstrate a given competency under precisely the same conditions, thus permitting recognition of varied prior experiences, and varied training experiences within the Program. We further believe that these procedures will assist trainees in planning their programs of study, as well as in identifying ways in which the training within the Programs needs to be further strengthened.

Since the School Psychology Specialty Area is included within the Transactional Ecological Psychology Program (TEP), the TEP Committees, e.g., curriculum, policy, and admissions, play an important role in the over-all evaluation of the Specialty Area. Each of the TEP committees includes representatives from School Psychology, as well as from other specialty Areas, thus providing channels for continual communication among Specialty Areas.

Within the School Psychology Specialty Area, a Coordinating Committee composed of students and faculty members is responsible for evaluation of all aspects of the Program, e.g., practica, internships, and courses. The Coordinating Committee utilizes feedback from many sources in evaluating the Program. These sources include continual feedback from students and faculty in the School Psychology Seminar, annual written feedback from graduate students, monthly written feedback from interns, informal feedback from field supervisors, and annual written feedback from advisors.

Documentation and Certification Procedures

Implementation of the documentation and certification procedure includes several steps. As we thought of the competencies, we began to identify persons on our faculty who are appropriate for teaching and certifying specific competencies. As the faculty members were identified, their names were inserted into a grid (see Table 1). Down the left-hand margin, areas of competencies are listed which parallel the areas of competencies as described in the state guidelines for certification of school psychologists. Column headings indicate specific competencies of theory and research, assessment, intervention, and communication within each area. If a person's name appears within one of the cells of the grid, that person is considered appropriate for teaching and evaluating a particular competency. The arrows indicate that the same persons are to be indicated in the cells as the arrows direct.

Out next step in the process of determining the implementation of the documentation procedure was to identify field training or practicum settings in which persons might find experiences for acquisition of the various competencies. We then asked the field supervisors in those settings to indicate the kinds of experiences that were available for students to acquire specific competencies. That information is contained in Tables 2-5.

The next step, then, was to identify courses offered at Peabody College that would provide experiences for students to learn, acquire, and be certified in the various competencies. That information is contained in Table 6.

Perhaps it should be noted that one of the more important aspects of what has already been discussed is that there are multiple experiences

available through which students can learn about, acquire, and be certified in specific competencies. In our judgment it is very important to have a variety of means available for competency acquisition in order to allow for individual differences.

In Table 8 is presented a flow chart which illustrates the necessary steps in the procedure for evaluating and documenting specific competencies. As the flow chart indicates, the procedure starts with the student receiving some orientation to the evaluation and documentation process (including Tables 1-5 and accompanying explanation), and ends in the certification, final recording and filing of the student's official file.

The series of forms labeled "Individual Competency Certification" will be used by an individual student to plan, evaluate, document, and certify specific competencies. A student, with the aid of a faculty member and/or field supervisor, will plan an experience that will enable the person to acquire the competency as defined at the top of each page. This plan will be outlined in a fair amount of detail with behavioral objectives to the extent that it is possible, and written in operational language that will lend itself to an appropriate evaluation procedure. The planned experiences should be mutually determined between the student and the faculty member. The setting that will be used for the learning experiences should be indicated (Tables 1 through 5 used as references). Other faculty and students in the program might be consulted as needed to determine appropriateness of persons and settings for acquiring a specific competency.

At the completion of the proposed experience, a description and evaluation of the experiences in which the competency was learned and evaluated should appear under No. 2 on the reverse side of the Individual Competency Certification form. This statement will also be most accurate and comprehensive if mutually developed by the student and the faculty

member and/or supervisor. This description should include, in some detail, the experiences used for the acquisition of the competency, the procedures used for the evaluation of the competency, and an evaluation of the degree to which the competency was acquired.

The next step in completion of the form is that of having the evaluators (a minimum of two) certify the competency. At that point, the student will be responsible to see that the Individual Competency Certification is placed in his/her official file in the TEP office, and that it be recorded on the Competency Summary Sheet.

The Competency Summary Sheet (Table 7), as noted above, will be found in its official form in the student's file. When a competency is certified, as outlined above, it will be noted in the appropriate cell, and where the competency was acquired and under what conditions, the names of persons who certified the competency, and the date that the competency was certified.

Since many of the specific competencies under each area require more than one "demonstration of competency," it is conceivable that there may be many individual competency sheets accumulated before the total requirement is officially "signed-off" on the Competency Summary Sheet. For example, the proposed competencies require two demonstrations of assessment of a problem given a specific learning theory. In this case, the student would probably submit two individual competency sheets with one assessment demonstration detailed on each sheet. As is indicated on the Evaluation Procedures and Documentation Flow Chart, three copies of each Individual Competency Sheet and the summary sheet will be filed appropriately for future reference.

Certification of Entry-Level Competencies

It is expected that some students will enter the program with competencies in some of the areas. It will be the responsibility of the student to initiate the certification of, and the documentation of those competencies. It is proposed that a similar procedure be followed for this type of student as is followed for a beginning student with the use of the Individual Competency Certification forms. In this instance, the student will outline the experiences that were used to acquire the competency, have a description written and evaluated with the person or persons who participated in the evaluation of that competency (at Peabody or in another setting), and include certification by at least one appropriate faculty member in our program. Filing of the specific competency would then follow in the student's official program file.

At the present time we are planning a parallel procedure for the evaluation of credentials of persons from out-of-State who ask to be approved for certification in Tennessee. We might require, in addition, that each Individual Competency Certification form have a notarized signature of the person from out-of-State who participated in the teaching of, and evaluation of the competency. It will then be the responsibility of our program to counter-sign that individual competency certification if it is documented to our satisfaction.

In all cases of certification and documentation of competencies, it should be stated that the program director will forward the recommendation for certification as a school psychologist in Tennessee to the designated certification officer at Peabody College. The certification officer will forward the recommendation to the Teacher Certification Board of the State Department of Education if the appropriate and designated procedures have been followed.

Table 1

Faculty Appropriate to Teach
and Certify Competencies

Competency Areas	Competency: Theory and Research	Assessment	Intervention	Communication
Human Learning	Wilcoxon, Bacharach, Whitmore, Vietze, Odom, Sperber, McCauley	Gabel, Kaas, Weitz, Tittler, Dokecki, Klaus, Thomas, DuBose	Buktenica, Klaus, Innes, Tittler, Thomas, Special Education and Education Faculty	Buktenica, Klaus, Innes, Thomas
Personality	Seeman, Anchor, Vietze, Odom, M. Smith	Anchor, Weitz, Gabel, Klaus, Thomas	Tittler, Gabel, Anchor, Weitz, Seeman, Percy, Thomas	
Group Process	Seeman, Newbrough, Anchor, Buktenica, Wrightsman, Dixon, Gabel	Thomas, Anchor, Seeman, Dixon, Buktenica, Newbrough, Weitz, Tittler, Gabel, Friedman		
Organizational Structure and Process	Newbrough, Schoggen, Buktenica, Dixon, Innes, Education Administration Faculty	Newbrough, Thomas, Innes, Schoggen	Newbrough, Innes Buktenica, Thomas	
Research and Evaluation	R. & R. Faculty Major Professors, Norris, Sandler, Hogge, Schoggen, Klaus, Wallston, M. Smith		Thomas, Klaus, Dokecki	
Roles and Structure of School System	Thomas, Klaus, DiBacco, Yeargan, Hausman, Buktenica, Innes, Metro Staff, Education Administration			

Internship		
	Completed _____	Date _____
	Place _____	Supervisor _____

Table 2

Activities Which Have Occurred in the

East Pupil Personnel Services Center Practicum

AREA	COMPETENCY		
	Assessment	Intervention	Communication
Human Learning	Behavioral Observation Systems Analysis Learning Climate	Classroom Environment Professional Development	Oral Reports Conferences
Personality	Behavioral Observation Clinical Interview Climate Inventory	Facilitating Awareness Classroom Environment Professional Development	Oral Reports Conferences
Group Process	Participant Observation Structured Observation Self-report Ratings	Direct Training Feed Back to Group Helping Administrators	Written Reports Oral Reports Conferences
Organizational Structure	Leadership Styles Participant Observation Communication Patterns	School Priorities Staff Development Linkages Feed Back Existing Info.	Written Reports Oral Reports Conferences
Research	Synthesizing available findings; identifying relevant problem; formulating an hypothesis; selecting/devising measurement technique; obtaining data; analysing data; drawing conclusions; communicating findings.		
Roles	Identifying relevant roles; working effectively; locating resources.		

Table 3

Multidisciplinary Training Team

Sylvan Park School

Activities Related to Competency Acquisition

AREA	COMPETENCY		
	Assessment	Intervention	Communication
Human Learning	Classroom observation Psychological testing Educational testing Individual and group conferences School records	Individual and group perceptual and cognitive instruction	Written reports Conferences with teachers, parents, children Team meetings
Personality	Classroom observation Psychological testing Individual and group interviews Self-awareness	Classroom meetings Individual counseling Family intervention Multidisciplinary group intervention Transactional approach	Conferences with children, teachers, parents, administrator Written summaries Team meeting
Group Process	Classroom observations Participant observation Interaction analysis procedures Group problem identification	Classroom meetings Family intervention Small group (task and process) Group problem solving	Conferences with children, teachers, parents, and administrators Written reports Team meetings
Organizational Structure	School climate assessment Identification of needs Participant observation Community assessment Resource identification	Negotiation regarding policy and procedures In-service training School-Community linkage Program implementation Mobilization of resources Establishing sanction Becoming part of school staff	Conferences with children, teachers, parents, and administrators Written reports Team meetings
Research	Identify researchable problems (involving parents, teachers, children, administrators, etc); exploration of appropriate methodology; goal and objective definition; written and oral reporting.		
Roles	Identification of, and understanding of, relevant roles (children, parents, teachers, other professionals, etc.); collaborative endeavors; understanding of various role articulation.		

Table 4

Activities Which Have Occurred in the

Interuniversity Psychological and Counseling Center

George Peabody College for Teachers

AREA	COMPETENCY		
	Assessment	Intervention	Communication
Human Learning	Behavioral Observation Aptitude Tests Achievement Tests	Professional Development Suggesting environment changes to facilitate learning	Written reports
Personality	Behavioral Observation Clinical Interview Projective instruments	Facilitating Awareness Professional Development	Oral Reports Written reports
Group Process	Participant Observation Structured Observation Self-report Ratings Measures of Communication Patterns	Direct Training Feed back to Group	Written Reports Oral Reports
Organizational Structure (For outreach programs)	Leadership Styles Participant Observation Communication Patterns	Staff Development Linkages between C.C. staff and Administration Feedback Existing Info.	Written Reports Oral Reports Conferences with deans & adminis.
Research	Synthesizing available findings; identifying relevant problems; formulating an hypothesis; selecting/devising measurement techniques; obtaining data; analyzing data; drewing conclusions; communicating findings.		
Roles	Identifying relevant roles; working effectively; locating resources.		

Table 5

ACTIVITIES - PEABODY DEMONSTRATION SCHOOL

Competencies

Area	Competency		
	Assessment	Intervention	Communication
Human Learning	School observations. Standardized testing. Interviews (students, teachers, parents).	Modification of classroom/ home environment. Supplemental learning help. Investigation of the person's and significant others' expectations for his learning.	Oral & written reports. Conferences. Consultation. In-service training.
Personality	School observations. Interviews (students, teachers, parents). Observations in derived structured situations.	Modification of classroom/ home environment. Investigation of person's and significant others' perceptions of him. Value clarification.	Oral & written reports. Conferences. Consultation. In-service training.
Group Processes	Participant observation. School observations. Interviews (students, teachers, administrators).	Involvement with school policy makers. Work with individuals and groups in examining and designing their social interaction patterns. Help groups make decisions affecting them.	Feed back to individuals and groups. Oral reports. Consultation. Classroom meetings.
Organizational Structure	Participant observation. Interviews (teachers, administrators).	Serve on administrative committees. Work with administrators. Investigate congruence between goals and structure with teachers and administrators.	Conferences. Consultation. In-service training.
Research	Clarify and examine, with teachers, the effectiveness of everyday educational and social processes in the classroom. Introduce new elements and/or philosophies into the educational situation and observe the resulting effects. Develop and implement interventions in the school-home system, develop hypotheses about their effects, observe actual effects, collect data, report findings to students, teachers, parents, and administrators, communicate findings to fellow professionals.		
Roles	Identifying relevant roles; working effectively; locating resources.		

COURSES APPROPRIATE FOR COMPETENCY EXPERIENCES Table 6

Areas	Theory and Research	Assessments	Intervention	Communication
Human Learning	Psych. 230 Psychology of Learning Psych. 330 Psychological Foundations of Education Psych. 331 Psychology of Classroom Learning Psych. 350 Experimental Psychology I Psych. 351 Experimental Psychology II Psych. 359 Advanced Seminar: Advanced Topics in Learning and Memory Psych. 360 Developmental and Differential Psychology Psych. 369 Advanced Seminar: Cognitive Development Psych. 368 Developmental Retardation: Childhood to Senescence Sp. Ed. 300 Education and Psychology of Exceptional Children Sp. Ed. 230 Mental Retardation Ed. 311 Foundations of Early Childhood Education	Psych. 220 Introduction to Psychological Testing Psych. 221 Individual Intelligence Testing Psych. 380-1 Psychological Appraisal I & II Psych. 382 Practicum in Psychology, School, Clinical, Counseling Sp. Ed. 305 Psychoeducational Appraisal of the Handicapped Sp. Ed. 378 Clinical Educational Diagnosis	Psych. 383 Basic Issues and a Transactional Approach in Psychological Intervention Psych. 384 Individual Focus in Psychological Intervention Psych. 386 Small Group Focus in Psychological Intervention Psych. 387 System Focus in Psychological Intervention Psych. 382 Practicum in Psychology: School, Counseling, Clinical Sp. Ed. 205 Educational Procedures for Children with Severe Intellectual Perceptual Problems Sp. Ed. 206 Educational Procedures for Children with Severe Emotional Problems Sp. Ed. 231E Educational Procedures for Educable Mentally Retarded Children (Ad. level-Sp. Ed. 331) Sp. Ed. 231T Educational Procedures for Trainable Mentally Retarded Children (Ad. level-Sp. Ed. 231) Sp. Ed. 241 Educational Procedures for Children with Behavior Disorders (Ad. level-Sp. Ed. 341) Sp. Ed. 281W Educational Procedures for Children with Learning Disabilities Sp. Ed. 342 Remedial Reading Sp. Ed. 342 Remedial Reading Practicum Ed. 310 Secondary English Curriculum Ed. 345 Secondary School Curriculum Ed. 384 Seminar: Curriculum Decision Making	← →

Table 6 (cont.)

COURSES APPROPRIATE FOR COMPETENCY EXPERIENCES

Areas	Theory and Research	Assessment	Intervention	Communication
Personality	Psych. 240 Fundamentals of Counseling Psych. 349 Advanced Seminar in Counseling Psych. 360 Developmental and Differential Psychology Psych. 370 Psychology of Personality Psych. 371 Ad. Personality Theory Psych. 372 Psychopathology Psych. 379 Ad Seminar in Personality and Social Psychology Sp. Ed. Behavior Disorders in Children	Psych. 350-1 Psychological Appraisal I & II Psych. 382 Practicum in Psychology: School, Counseling, Clinical Sp. Ed. 305 Psycho-educational Appraisal of the Handicapped	Psych. 383 Basic Issues and a Transactional Approach in Psychological Intervention Psych. 384. Individual Focus in Psychological Intervention Psych. 386 Small Group Focus in Psychological Intervention Psych. 387 System Focus in Psychological Intervention Psych. 382 Practicum in Psychology: School, Counseling, Clinical Sp. Ed. 206 Educational Procedures for Children with Severe Intellectual/ Emotional Problems	
Group Process	Psych. 270 Introduction to Social Psychology Psych. 276 W Group Dynamics for Teaching Psych. 375 Social Psychology Psych. 376 W Group Dynamics Sp. Ed. 299 W Training in Teacher Effectiveness	Psych. 382 Practicum in Psychology: School, Counseling, Clinical Psych. 386 Small Group Focus in Psychological Intervention Psych. 382 System Focus in Psychological Intervention	Psych. 382 Practicum in Psychology: School, Counseling, Clinical	
Organizational Structure and Process (cont. p. 3)	Psych. 374 Community Psychology Psych. 378 Social Psychology Seminar Psych. 382 Practicum in Psychology: School Counseling, Clinical Psych. 385 Professional Issues Seminar Ed. 240 Foundations of Curriculum Development Ed. 315 Elementary School Curriculum	Psych. 382 Practicum in Psychology: School, Counseling, Clinical Psych. 387 System Focus in Psychology Intervention	Psych. 379 Ad. Seminar in Personality and Social Psychology: Inservice training and Professional Development Psych. 382 Practicum in Psychology: School, Counseling, Clinical Psych. 387 System Focus in Psychology Intervention Ed. 383 Seminar in Higher Education: Planned Change	

COURSES APPROPRIATE FOR COMPETENCY EXPERIENCES

Table 6 (cont.)

Areas	Theory and Research	Assessment	Intervention	Communication
Organizational Structure and Process	Ed. 316 Administration of Elementary Education Ed. 320 Overview of Educational Administration Ed. 321 Supervision of Instruction Ed. 325 Organization and Control of Public Education Ed. 327 Administration of School Personnel Ed. 329 Administrative Theory in Education Ed. 336 Problems in Administration & Supervision Ed. 340 The School and Its Instruction Program Ed. 345 Secondary School Curriculum Ed. 358 Supervision of Student Teaching Ed. 384 Seminar in Curriculum Development			
Research and Evaluation (cont. p. 4)	Psych. 210 a and b Statistical Analysis Psych. 305 Methods of Psychological Research Psych. 310 Statistical Inference Psych. 311 Experimental Design Psych. 312 Advanced correlational Techniques Psych. 313 Factor Analysis Psych. 319 Advanced Seminar in Statistics		Psych. 382 Practicum in Psychology: School, Counseling, Clinical	Psych. 382 Practicum in Psychology: School, Counseling, Clinical Psych. 395 Thesis Writing (M.A.) Psych. 398 Readings and Research

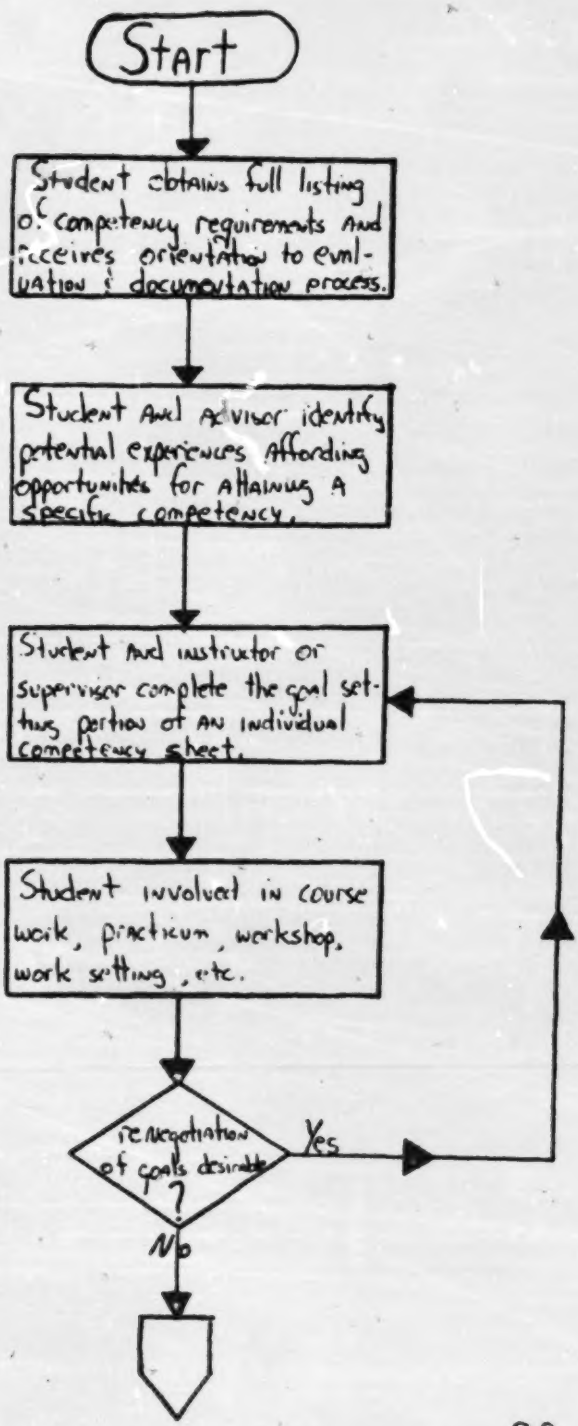
Table 6 (cont.)

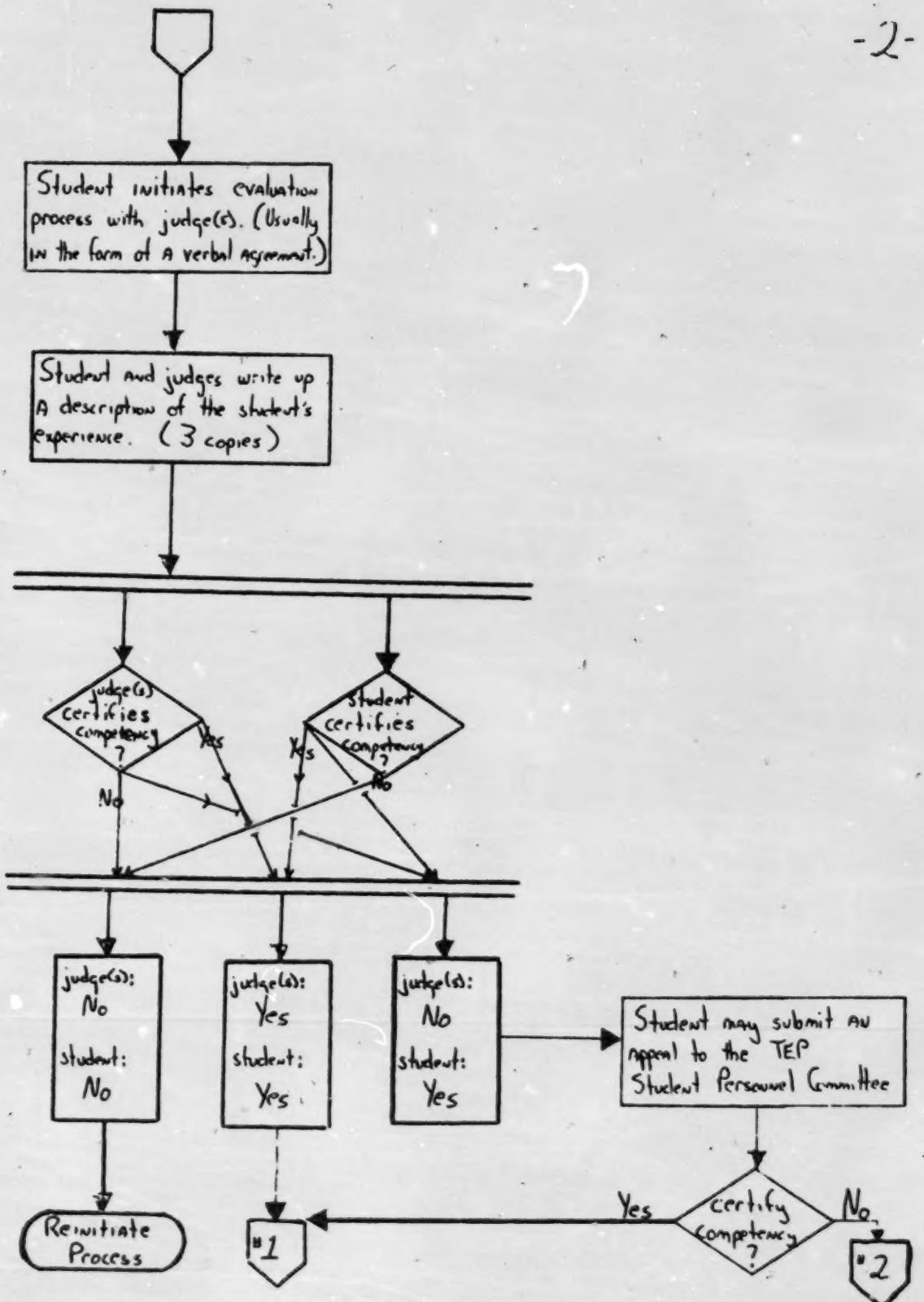
COURSES APPROPRIATE FOR COMPETENCY EXPERIENCES

Areas	Theory and Research	Assessment	Intervention	Communication
Research and Evaluation	Psych. 320 Measurement and Correlation Psych. 321 Test and Scale Construction Psych. 329 Advanced Seminar in Measurement Psych. 377 Research Methods in Social Psychology Psych. 395 Thesis Writing (M.A.) Psych. 398 Readings and Research			

Figure 1

Procedures for Evaluation & Documentation of Competencies


Start
Student obtains full listing of competency requirements and receives orientation to evaluation & documentation process.
Student and advisor identify potential experiences affording opportunities for attaining a specific competency.
Student and instructor or supervisor complete the goal setting portion of an individual competency sheet.
Student involved in course work, practicum, workshop, work setting, etc.
re-negotiation of goals desirable?
Yes
No


Student initiates evaluation process with judge(s). (Usually in the form of a verbal agreement.)
Student and judges write up a description of the student's experience. (3 copies)
judge(s) certifies competency?
Yes
No
Student certifies competency?
Yes
No
judge(s): No
student: No
judge(s): Yes
student: Yes
judge(s): No
student: Yes
Student may submit an appeal to the TEP Student Personnel Committee
Reinitiate Process
#1
Yes
certify competency?
No
#2

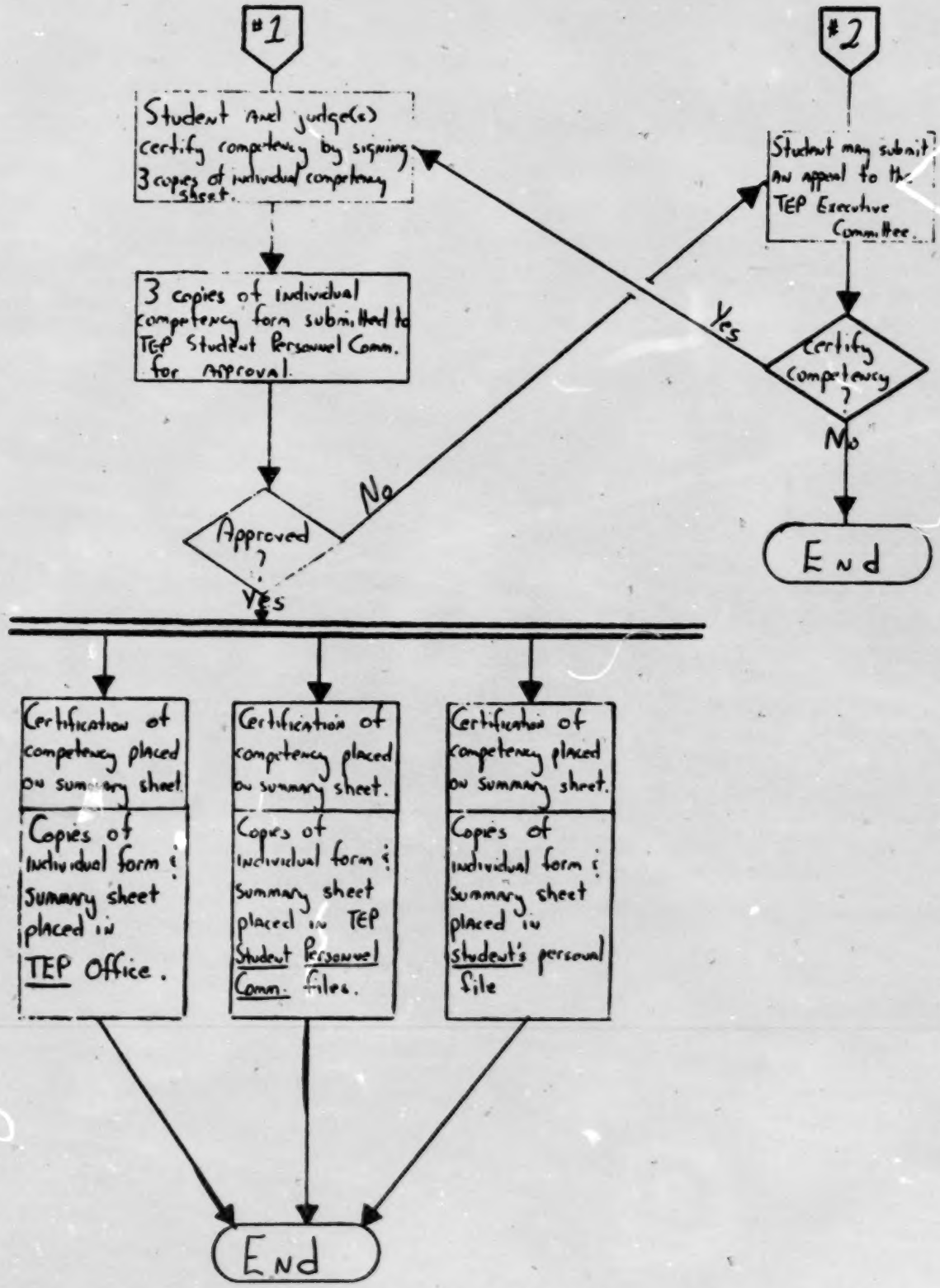

#1
#2
Student and judge(s) certify competency by signing 3 copies of individual competency sheet.
Student may submit an appeal to the TEP Executive Committee.
3 copies of individual competency form submitted to TEP Student Personnel Comm. for Approval.
Certify competency ?
Yes
No
Approved ?
No
Yes
End
Certification of competency placed on summary sheet.
Copies of individual form & summary sheet placed in TEP Office.
Certification of competency placed on summary sheet.
Copies of individual form & summary sheet placed in TEP Student Personnel Comm. files.
Certification of competency placed on summary sheet.
Copies of individual form & summary sheet placed in student's personal file
End

Table 7

Competency Summary Sheet

Name_____

Competency Areas	Competency			
	Theory and Research	Assessment	Intervention	Communication
Learning				
Personality				
Group Process				
Organizational Structure and Process				
Research and Evaluation				
Roles and Structure of School Systems				

Internship	Completed_____	Date_____
	Place_____	Supervisor_____

INDIVIDUAL COMPETENCY CERTIFICATION

Name_____ Date_____

Competency

1. Human Learning

   a. Theory and Research. Demonstrates knowledge of theory and research in human learning within at least one theoretical framework by identifying the concepts which provide an understanding of the factors facilitating learning within the school setting. Examples of theoretical frameworks we consider useful to the school psychologist are:

      1) Reinforcement Theory
      2) Social Learning Theory
      3) Field Theory

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1. Planned experiences (tentative; changes may occur by mutual agreement)

2. Description and evaluation of experiences demonstrating competencies:

3. Certification of competency: